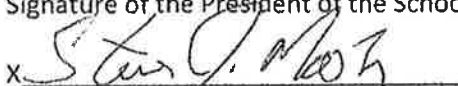

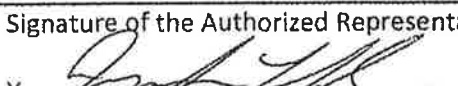
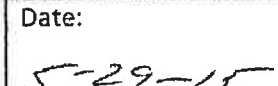


## ESEA Section 1003(g) School Improvement Grants

### APPLICATION COVER PAGE

District Name: Santee Community School	District Mailing Address: 206 Frazier Avenue East Niobrara, NE 68760
County/District Number: 54-0505	
District Contact for the School Improvement Grant	
Name: Joseph Lefdal	
Position and Office: Superintendent	
Contact's Email Address: jlefdal@esu1.org	
Contact's Mailing Address (If different from District Mailing Address listed above):	
Telephone: 402.857.2741	
Fax: 402.857.2743	
President of the School Board (Printed Name): Steve Moose	Telephone: 402.857.2741
Signature of the President of the School Board x 	Date: 
Authorized Representative of the District (Printed Name): Joseph Lefdal	Telephone: 402.857.2741 Email: jlefdal@esu1.org
Signature of the Authorized Representative: x 	Date: 
The district, through its authorized representative, agrees to comply with all requirements applicable to the School Improvement Grants program, including the assurances contained herein and the conditions that apply to any waivers that the district receives through this application.	

## SECTION 1. DISTRICT INFORMATION

### PART A. SCHOOLS TO BE SERVED

A.1

School Name	NCES ID#	Tier I	Tier II	Tier III	Intervention Model (Tier I and Tier II Only)					
					Turnaround	Restart	Closure	Transformation	Whole School Reform	Early Learning
Santee High School		X						X		

A.2 Not Applicable (incentives)

### PART B. DESCRIPTIVE INFORMATION DISTRICT LEVEL

#### Analysis of Need and Capacity

The Santee School District has had a long history of School Improvement activities. We want to reinforce what has been implemented and working while studying and then implementing strategies to continue improvement growth.

Our secondary school is a tier I school and will be applying for the school improvement grant. The Santee School is both an elementary and secondary school in the same building and much of our staff is shared across grade spans. With this programming style, many of our professional development and training opportunities are offered to the K-12 staff.

Santee School District is in year 4 of Title I Needs Improvement. In the year 2011-2012, 14% of all students in grades 7, 8 and 11 were proficient by grade in Reading with three subgroups (All student, American Indian and Free/Reduced) not meeting the goal. In the year 2012-2013, 13% of all students in grades 7,8 and 11 met the goal in Reading with all three matching subgroups not meeting the goal. Results from the 2013-14 school year showed that 14% of the students in grades 7,8 and 11 were proficient by grade. We are not digressing but clearly need to be improving.

The same subgroups were designated as Not Met in Math: All Students, American Indian, and Free/Reduced eligible students. Grades 7,8 and 11 have showed little improvement over the course of three years. In 2011-12 0% of students were proficient by grade. In 2012-13 the average raised to 3.7% and in the 2013-14 year that number fell to 2.3%. Again there is a clear need for improvement.

The plan will include strategies to increase our percentages to 80% of our students achieving and maintaining grade level performance in math, reading, language and science. These strategies will also be tied to promoting an increase in parent involvement as well as incorporate instructional strategies based on scientifically based research.

Attendance and truancy continue to be an issue in the district. The school is working with the Tribal Courts to implement a truancy intervention program but it is still in its infancy. Our continuous improvement plan also includes an attendance goal of improving attendance to 91%. With previous improvement efforts, we were able to improve our attendance rates. We want to continue studying and developing strategies to help meet our attendance goal. To help emphasize this need with our students, we would like to implement an incentive program to reward good attendance.

Consistency across our district has also been a concern for quite some time. At the end of the 2013-14 school year 50% of the staff had resigned, the school moved to one principal and a new superintendent was hired for the following year. We once again have a large turnover at the end of the 2014-15 school year with all new administration starting the 2015-16 school year. With such high turnover rates, a goal to retain 80% of the teachers yearly and look at opportunities to entice highly qualified teachers to the district will also be part of this plan. The district will utilize NSSRS and GoEdustar as monitoring devices.

The district must design and implement intervention activities consistent with the final requirements of the models for all Tier I and Tier II schools. ESEA Section 1003(g) School Improvement Grant funds can only be used to implement one of six intervention models in any Tier I or Tier II school. Each intervention model has specific requirements that must be implemented. In Section 2, Descriptive Information School Level, Action Plans, and Budget forms have been designed to ensure that all the requirements of the model selected are addressed for Tier I and Tier II schools. Action Plans and Budget forms have also been designed for Tier III schools. Section 2 of this application must be completed for each school.

- B.1 Describe the district's contribution to assist schools in their analysis of need and selection of an intervention model. The District must demonstrate that it has analyzed the needs of each school, such as instructional programs, school leadership and infrastructure, and selected interventions for each school aligned to the needs of each identified school. A district may request funds for LEA-level support of the efforts of their schools in implementing one of the intervention models. Requests for these funds must be included in a LEA-level budget (Attachment C) and are considered part of the limitations on funding (\$50,000 to \$2,000,000 per school per year). The description should clearly indicate how district contributions and support are separate and distinct from the school's efforts and activities.

Santee is a school and community that have seen its share of issues and concerns in the past. The district has a population made up of 84% Native American and 16% Hispanic and is 100% free and reduced lunch. The school district has worked to improve the attendance rate for our students, some practices have been successful in improving attendance but the district needs to continue to focus on improving attendance. The district is working hand-in-hand with the

Tribal Courts to implement a truancy and attendance model that could have a positive impact on our attendance rate.

Santee has also had a large turnover of certified staff members. In the 2013-14 school year, 50% of the teaching staff left as well as one principal and two superintendents. The 2014-15 school year has seen a turnover of staff, including seven teachers and all three administrators. With constant turnover of staff, there has not been a stable group to maintain an identifiable program. The lack of consistency at the teacher and administrative level is a major hurdle for the district.

This grant will allow the District to help improve Santee High School by employing an instructional coach to work with both new and veteran staff. This individual will work with teachers to improve student-reading skills in all content areas. This then can be replicated with math, language, writing and science. That certified staff member would also serve as Intervention Project Manager (IPM). The IPM will coordinate the SIG process, and will work with the school's administration to ensure this project is both effective and sustainable. Additionally, the District will allow for frequent staff development. During this time, the instructional coach with administration and the school improvement team will plan professional development focusing on data, set goals, and monitor progress.

In addition to overseeing the SIG project, the IPM will work with the school's administration to improve the effectiveness and sustainability of the school's Student Assistance Team (SAT) and Response to Intervention (RTI) processes. The IPM will also help to improve the school's methods of collecting and analyzing both qualitative and quantitative data to best inform the school improvement decision making process.

Additionally, the District will support the teachers by providing other resources for classroom management training (APL) needed to effectively run classrooms and decrease behavior issues. The District will also provide financial support to allow selected staff to work with the instructional coach/IPM beyond contract times, as needed.

- B.2 Describe factors that indicate the district has the capacity to use the school improvement funds to support each Tier I and Tier II school identified for intervention. Such factors must include: sufficient human and fiscal resources, past history of successful reform initiatives, credentials of staff, ability to recruit and employ a new principal and new teachers, support of parents, community and the teachers union. Indicate how the District will ensure that each Tier I and Tier II school that it commits to serve receives all of the State and local funds it would receive in the absence of the School Improvement Grant funds and that those resources are aligned with the interventions.

**Past History of Successful Reform Initiatives School Improvement Efforts**

Santee's current school-wide improvement goal is to improve reading, math, science and writing and to increase student attendance. Santee Community School chose these goals because NWEA and NeSA data shows that our students are struggling in all areas of instruction. The district also feels that reading is the building block where all other classes begin. Again, Santee's data indicated that reading; math, science and writing were areas that

were in most need of immediate attention. Direct Instruction and Reading Mastery Interventions were put into practice. Since then, reading scores have shown small improvement in the elementary building but little success was shown in the high school area. Behavior Intervention Support Team was a past reform that had some positive effects but was truly not supported by the community or school and the fidelity of its implementation is at question. There were a number of successes with the BIST model but the end result was a community that saw this model as a negative and rallied against it to have it removed from the school. We have new administration starting in July of 2015 who have had success with varied student behavior programs and are ready to help in this area.

#### **Current Improvement Efforts**

**Truancy and attendance:** Santee Community School started working with the Santee Tribal Court system to implement a truancy and attendance model. Initial talks started in January of 2015. The model has been tested with a handful of truant students and shows promise. There are still many bugs to work out of the system before it can impact attendance in our district. The addition of a full time truancy officer will be vital to the success of this program. The school must communicate and enforce attendance requirements.

**Direct Instruction and Reading Mastery:** One need that was identified at the beginning of our School Improvement Cycle was a consistent reading program. At the time there were several different reading programs throughout the elementary and secondary level. This was a concern because reading instruction lacked consistency and cohesiveness. Expanding adoption to K-12 Reading Mastery provided consistency of instruction and assessment but implementation was difficult at the high school level. All teachers were provided training for Reading Mastery and Direct Instruction through staff development that was hosted by our trained staff members at the beginning of the 2014-15 school year. During the pre-implementation year, the district will investigate what programming is working and successful and how to best implement those strategies in the secondary building. By finding successful interventions early in our student's educational career, we can then work toward finding interventions that will work at the secondary level.

**RtI Implementation:** Through regular screening of student reading performance, Santee Community School identified a significant number of students who were reading below the targeted reading percentile. By Utilizing Reading Mastery and Direct Instruction, NeSA, Maps and AIMSWeb information, having this information allows the district to make data based decisions that allow for flexible grouping to ensure all students receive the support they need.

**Before/After School and Summer School:** For the last three summers, Santee has organized multiple increased educational opportunities for students who tend to regress over the summer or need extra help during the school year. Students attended those programs to maintain their current level of reading or improve. This program will continue again this coming summer. The five-week program meets daily from 9:00-2:00 p.m. and focuses on math and reading. These student opportunities continued even after the previous SIG opportunity expired.

There has also been programming before and after school that offers students tutoring and other educational opportunities. We continue to offer these programs and believe that an extended learning opportunity for our students is very beneficial.

**Increased Special Education Collaboration:** Due to the identification of Santee as a school in need of improvement in multiple areas, we felt it was important to increase collaboration time with special education teachers and classroom teachers. This last year, schedules were built with this time included for teachers. As a result, we have focused more in-class special education instruction instead of one-on-one pull out instruction. We will also be implementing a plan for more training for our paraprofessional staff, which will help with consistency in the classroom.

**Increased Professional Development:** For the 2014-15 school year, Santee Community School modified their schedule to increase professional development for teaching staff. The 2015-16 school year will focus professional development on classroom management by utilizing APL strategies, using data and looking at lesson design and delivery. Consistency in these areas is key to Santee implementing a successful change initiative.

#### **Credentials of Staff Teacher Qualifications**

The current Santee staff consists of a superintendent, principal, assistant principal, 18 classroom teachers, two special education teachers, a school psychologist, a guidance counselor, a librarian, alternative education, two behavior specialists, a daycare, preschool and a speech pathologist.

The following chart provides a summary of Santee's teachers' credentials.

Last Name	First Name	Teaching Position	Years of Experience	Degree Title
AVERY	SHELLY	7-12 SCIENCE	18	MASTERS
BEACOM	CINDY	ELEM SPED	1	MASTERS
BELLAR	JOHN	GUIDANCE COUNSELOR	8	MASTERS
BLACK	RANDI	KINDERGARTEN	6	BACHELOR
CANNING	JAY	ENGLISH 7-12	7	BACHELOR
CHENEY	ROBIN	SPANISH 9 7-12 SOCIAL STUDIES	6	BACHELOR
CROSLEY	NANCY	6 <sup>TH</sup> GRADE TEACHER	20	BACHELOR

EVANS	BOB	7-12 INDUSTRIAL TECHNOLOGY	12	MASTERS
FLAHERTY	PAT	LIBRARIAN	8	BACHELOR
FLYINGHAWK	KRISTINE	5TH GRADE TEACHER	16	BACHELOR
FOLCK	ABBY	2ND GRADE TEACHER	4	BACHELOR
BLACK	SHERRY	3RD GRADE TEACHER	1	BACHELOR
HAJEK	KEN	HS RECOVERY	6	MASTERS
HOREJS	CORY	ASSISTANT PRINCIPAL	1	MASTERS
HRBEK	LEAH	KINDERGARTEN	18	MASTERS
JONES	HAROLD	ALTERNATIVE ED	33	MASTERS
KAY	JULENE	INTERVENTION	10	MASTERS
KNIGHT	AMBER	K-12 MUSIC	2	BACHELOR
KUIPERS	LISA	EARLY CHILDHOOD	8	BACHELOR
LAPLANTE	RUTH	4 <sup>TH</sup> GRADE TEACHER	1	BACHELOR
LEADER	BRENDA	STUDENT SERVICES	4	MASTERS
MATZKE	SAM	ELEM RECOVERY	1	BACHELOR
NIELSEN	DONNA	READING/MATH COORDINATOR	10	BACHELOR
ROMKEMA	EMILY	7-12 MATH	4	BACHELOR
SCHINDLER	TIM	7-12 PE/HEALTH	6	BACHELOR
SORENSEN	TAMMY	1 <sup>ST</sup> GRADE TEACHER	25	MASTERS
SPADER	KEN	HS SPED/ ELEM PHYSICAL EDUCATION	7	BACHELOR
STEWART	JOAN	PRESCHOOL	15	MASTERS
SWALLEY	LIZZIE	DAKOTA LANGUAGE	6	MASTERS
TRAMP	BERNICE	EARLY CHILDHOOD	9	BACHELOR
MIKE	ZIMMERMAN	K-12 ART	14	BACHELOR
KANALY	STEPH	SPEECH PATHOLOGIST		MASTERS
MCGLONE	MEGAN	SCHOOL PSYCHOLOGIST		MASTERS
LEFDAL	JOEY	SUPERINTENDENT	15	SPECIALISTS
FINKEY	KEVIN	PRINCIPAL	29	MASTERS
NELSON	KIM	7-12 BUSINESS	12	MASTERS

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- B.3 If the district is not applying to serve each Tier I school in the district, provide an explanation as to why it lacks the capacity to do so. Lack of capacity must address the same factors listed above: sufficient human and fiscal resources, past history of successful reform initiatives, credentials of staff, ability to recruit and employ a new principal and new teachers, support of parents, community and the teachers union. A district with both Tier I and Tier III schools may not elect to serve only Tier III schools.

**Santee Community School will be applying for the grant for our Tier 1 school.**

- B.4 ESEA Section 1003(g) funds are intended to turn around a low-performing school. Major changes required in such a turnaround may require external assistance from a person(s) or a company(s). External assistance might be desirable to assist with specific activities to meet the requirements of the intervention model selected. If a district elects to have an external provider, the district must identify the provider(s) by name or company; the reasons or rationale for selecting this provider; the specific services to be provided; the qualifications, including expertise and experience of the provider; the procurement method used for securing and selecting the provider(s); and how the district will regularly review and hold accountable the selected provider. Note: The Intervention Project Manager is not considered an external provider since he/she must be an employee of or on contract with the district and work full or part-time in the school.

**Santee Community Schools have used a number of external providers to monitor and guide in the process of improvement. We feel our best option and most successful partner has been our ESU. ESU #1 has provided the school district a large variety of professional development opportunities and guidance over the years. They are familiar with school improvement, state standards and the new accountability model, data, professional development. We would like to continue a partnership with our ESU. We will also be looking for specific staff development from APL, a classroom management model as well as professional development for reading, math, and science instruction.**

**In addition, we participate in the Native American Consortium with the three other Native American schools, which is coordinated with the Nebraska State Department of Education. They have approved a strategic plan for Marzano training for principals, BYOC (Build Your Own Curriculum) and use of data. The consortium meets monthly, coordinates with ESU#1, and has direct input with the Commissioner of Education and other department staff.**

- B.5 Since each Tier I or Tier II school receiving ESEA Section 1003(g) funds will be a school wide project, all programs and services provided in the school should be aligned to the selected intervention model. The school level Analysis of Need section of this application should involve staff from the various programs and services in the school. Describe the steps the district will take to ensure that other programs and resources are aligned to support the school in implementing an intervention model. Identify the specific programs and sources of funds.



**Santee Community School has selected the Transformation Model to align all programs and services. We have started fulfilling the required activities of this model and have replaced both principals for the 2015-16 school year. We continue to implement the Danielson Model for teacher and principal evaluation.**

**In the first year of the grant we would utilize the year as a planning and pre-implementation year. During this time we can create a plan for providing incentives for staff that meet performance goals. Creating a school culture where we are relying upon and holding each other accountable is much needed at Santee. By creating an incentive where we all succeed or fail together would be beneficial to the school.**

**The creation of an attendance/truancy position would help focus on our attendance goal. This person would be responsible for finding students and bringing them into school and working with parents and the tribal court system. As a liaison between the school and community, this person would be a vital part of the transformation that Santee needs.**

**Much of this grant will be utilized to continue to expand the programs that have had success at Santee and eliminate those that have not. Investigating Direct Instruction and Reading Mastery to determine what is and is not working and expanding the support materials for the program, including staff development will be key for our district. We would also expand support materials and professional development for our Saxon Math program.**

**This grant will allow the District to support Santee High School by employing an instructional coach to work with both new and veteran staff. That certified staff member would also serve as Intervention Project Manager (IPM). The IPM will coordinate the SIG process, and will work with the school's administration to ensure this project is both effective and sustainable.**

- B.6 If the selected intervention model includes increasing school time, changing governance at the school level, etc., the district may need to modify existing practices or policies to enable its schools to implement the interventions fully and effectively. Describe the steps the district will take, if necessary, to modify policies and practices.**

**The district has received a school improvement grant before so our policies and procedures have been updated and changed to allow for instructional coaches and other planned reforms as well as including extended learning opportunities before and after school as well as Saturdays.**

- B.7 Describe the steps the district is prepared to take to sustain the intervention model(s) in the selected school(s) after the ESEA Section 1003(g) funds are no longer available. The response might include how the district will place an emphasis on building structures, systems, and processes to support reform efforts, including the creation of formal mechanisms and feedback loops to capture data from the field to inform continuous professional development and effective program implementation; shifting existing resources to support activities that have demonstrated success; and creating and sustaining strategic partnerships with community stakeholders that assist in maintaining community support and leveraging resources after the grant period ends.**

Santee's involvement with implementing an instructional coaching program will provide a framework that will be replicated and sustained over time. Teacher surveys, focus groups, and a variety of student assessment results (i.e., NeSA Reading and Math scores, AIMSweb data, and NWEA or MAPS) will all be used as factors in determining the effectiveness of the instructional coaching program. The instructional coach will work with the building administrators and Santee's data team to embed these practices for sustainability. The goal would be to build capacity among Santee teachers over the next five years to the point where a one instructional coach would be funded by Title I dollars. Santee is looking at creating a model that will be sustainable through times of staff turnover and it is our intent to make the continuous school improvement process our template for consistency.

- B.8 The district must describe its consultation, as appropriate, with relevant stakeholders regarding the district's application and implementation of the school improvement models in its Tier I and Tier II schools. The district must establish annual goals for student achievement on the State's assessments in both Reading and Mathematics and the leading indicators in order to monitor schools that receive these school improvement funds. The chart below provides the minimum goal for each student achievement and leading indicator. The district may decide to accept these minimum goals or set higher goals. If Tier III schools are included in this application, the district will be held accountable for setting rigorous goals or adopting these goals if using the variation of the Transformation model. If the district goal will be the same as the State goal, complete the district column with "Same".

Area	State Goal	District Goal
Reading	The gains for "all students" group and for each subgroup must meet or exceed the statewide average gain (unless the statewide average is zero then the gain must be at least zero). Progress is MET if a majority of the groups demonstrate an increase.	The gains for "all students" group and for each subgroup must meet or exceed the statewide average gain (unless the statewide average is zero then the gain must be at least zero). Progress is MET if a majority of the groups demonstrate an increase.
Math	The gains for "all students" group and for each subgroup must meet or exceed the statewide average gain (unless the statewide average is zero then the gain must be at least zero). Progress is MET if a majority of the groups demonstrate an increase.	The gains for "all students" group and for each subgroup must meet or exceed the statewide average gain (unless the statewide average is zero then the gain must be at least zero). Progress is MET if a majority of the groups demonstrate an increase.

#### Leading Indicators

Leading Indicator	State Goals	District Goals
AYP Status (includes both Reading and	Fewer NOT MET AYP decisions	Fewer NOT MET AYP decisions

Math)		
Graduation rate (high schools only)	Measurable increase from the previous year	Measurable increase from the previous year
College enrollment rate (high schools only)	Measurable increase from the previous year	Measurable increase from the previous year
English proficiency	Increase in percentage of English Language Learners that reach Levels 4 or 5 on ELDA (if applicable)	Increase in percentage of English Language Learners that reach Levels 4 or 5 on ELDA (if applicable)
Leading Indicators (includes dropout rate, student attendance, number and percentage of students completing advanced coursework (high school only), discipline incidents, truancy	Measureable improvement from previous year (or baseline for initial year of grant)	Measureable improvement from previous year (or baseline for initial year of grant)
Teacher attendance and teacher performance	Measurable improvement from previous year (or baseline data for initial year of grant)	Measurable improvement from previous year (or baseline data for initial year of grant)

Statewide Average Change (2013-14 AYP Data)				
Group	Reading		Math	
	Percentage	District	Percentage	District
All Students	0.73	0.73	2.38	2.38
American Indian / Alaska Native	1.41	1.41	5.26	5.26
Asian	0.19	0.19	-0.17	0.25
Black or African American	1.04	1.04	4.04	4.04
English Language Learners	0.37	0.37	3.79	3.79
Hispanic	1.46	1.46	3.91	3.91
Native Hawaiian or Other Pacific Islander	-0.98	0.25	6.03	6.03
Special Education Students	0.46	0.46	1.96	1.96
Students Eligible for Free and Reduced	0.84	0.84	2.94	2.94
Two or More Races	-0.31	0.25	1.28	1.28
White	0.73	0.73	2.14	2.14

- B.9 Describe the process used by the district to assist its schools in developing this application. Include the district level staff, by position, that were involved in developing this application and who will be involved in supporting the implementation of the intervention models.

This application was created with the input of Joey Lefdal, the 2014-15 superintendent, the 2015-17 superintendent Tom Carlstrom, our business manager Kristy Mackeprang, Kevin Finkey our K-12 principal, and our assistant principal Corey Horejs. We have also worked closely with our ESU staff team Kellen Conroy and Chris Good. We have also utilized our Native American Consortium of schools for guidance and support. The Nebraska Department of education has continued to be an invaluable support and feedback to our district and offers input when needed.

- B.10 Planning/pre-implementation activities/costs are allowable for this grant. Districts must identify the amount and provide a description of the use of any funds awarded under this application for planning/pre-implementation year 1 activities. The District will determine whether year 1 is a planning year or an implementation year. See page 56 of the 2015 guidance at: [http://www.education.ne.gov/federalprograms/Title\\_1\\_Part\\_A\\_SIG.html](http://www.education.ne.gov/federalprograms/Title_1_Part_A_SIG.html)

A budget for "Planning/Pre-Implementation Activities" is included on the budget pages.

Planning/pre-Implementation activities will be evaluated based on: (a) relevance to the plan as a whole, (b) whether the activities are reasonable and necessary and directly related to the requirements of the selected model, (c) address the identified needs from the Analysis of Need, (d) represent a meaningful change that has promise for improving student achievement from prior years and is research based, (e) represents a significant reform that goes beyond the basic educational program, and (f) meet the "supplement not supplant" requirement. Allowable activities for planning/pre-implementation costs include:

- Family and Community Engagement: holding parent and community meetings to review school performance, discuss intervention models and develop school improvement plans;
- Rigorous review of external providers;
- Staffing: recruiting and hiring a new principal and new teachers;
- Instructional Programs: provide remediation and enrichment to students through programs with evidence of raising achievement, identify and purchase instructional materials that are research-based and aligned with State academic standards, and have data-based evidence of raising student achievement; or compensate staff for instructional planning, such as examining student data, developing a curriculum that is aligned to State standards and aligned vertically from one grade level to another, and devising student assessments;
- Professional development and support: providing professional development to help staff implement new or revised instructional programs aligned with the school's plan and SIG intervention model; and
- Preparation for Accountability measure: developing and piloting a data system for use in SIG funded schools, analyzing data, developing and adopting interim assessments, etc.

The pre-implementation costs that would be incurred during the first year of the school improvement grant would be all salary increases for the district including the addition of a IPM/Instructional Coach and a truancy officer. The IPM would use the year to work with administration and teachers to finalize appropriate external guidance needed for the district and a complete professional development program for the staff. This might also include prioritizing new instructional programs and finding appropriate ways to increase community involvement. (Intervention)

The appointment of a truancy officer in the building will help achieve our attendance goal that the district has set. This person will work directly with staff, parents and the tribe to increase attendance at our school and keep students and parents accountable for their child's education.

**PART C. LEA-LEVEL BUDGET**

A LEA-level budget is not necessary since all funds for the proposed grant will be spent at the building level.

**PART D. ASSURANCES**

By submitting this application, the District assures it will do the following (Double-click the box and select "Checked."):

- ☒ (1) Use its School Improvement Grant to implement fully and effectively an intervention in each Tier I and Tier II school that the district commits to serve consistent with the final requirements;
- ☒ (2) Establish annual goals for student achievement on the State's assessments in both reading/language arts and mathematics and measure progress on the leading indicators in section III of the final requirements in order to monitor each Tier I and Tier II school that it serves with school improvement funds, and establish goals (approved by the NDE) to hold accountable its Tier III schools that receive school improvement funds;
- ☒ (3) Ensure that each Tier I, Tier II and Tier III school that it commits to serve receives all of the State and local funds it would receive in the absence of school improvement grant funds and that those resources are aligned with the interventions;
- ☒ (4) If it implements a restart model in a Tier I or Tier II school, include in its contract or agreement terms and provisions to hold the charter operator, charter management organization, or education management organization accountable for complying with the final requirements;
- ☒ (5) If it implements an evidence-based, whole school reform model in one or more eligible schools, implement a model with evidence of effectiveness that includes a sample population or setting similar to the population or setting of the school to be served and partner with a whole-school reform model developer;
- ☒ (6) For an LEA eligible for services under subpart 1 or 2 of part B of title VI of the ESEA that chooses to modify one element of the turnaround or transformation model under the rural flexibility offered in section I.B.6, meet the intent and purpose of that element;
- ☒ (7) Monitor and evaluate the actions schools have taken, as outlined in the approved SIG applications, to recruit, select and provide oversight to external providers to ensure their quality;
- ☒ (8) Monitor and evaluate the actions schools have taken, as outlined in the approved SIG application, to sustain the reforms after the funding period ends and that it will provide technical assistance to schools on how they can sustain progress in the absence of SIG funding; and
- ☒ (9) Report to the NDE the school-level data required under section III of the final requirements.

## **PART E. WAIVERS**

Check each waiver that the district will implement. (Double-click the box and select "Checked.")

- ☒ "Starting over" in the school improvement timeline for Tier I and Tier II Title I participating schools that fully implement a SIG model beginning in the 2015-2016 school year.
- ☐ Implementing a schoolwide program in a Tier I or Tier II Title I participating school that does not meet the 40 percent poverty eligibility threshold.

## **Section 2. SCHOOL LEVEL INFORMATION (High School)** **Complete a Section 2 for each school included in the application.**

### **PART A. DESCRIPTIVE INFORMATION SCHOOL LEVEL**

Each school must conduct and complete the Analysis of Need (A.1.). That information should be used to select an intervention model. Action Plans (A.2.) and budget forms are designed to be utilized for all approved models. Applicants should duplicate forms as needed and delete unnecessary forms before submitting.

The intervention models are designed to turnaround a school and the requirements are numerous and specific. A school making a commitment to take on the major changes involved must have a person devoted solely to managing and coordinating the process. In addition to the requirements of each intervention model, Nebraska is requiring each school receiving ESEA Section 1003(g) funds to have a full-or part-time Intervention Project Manager (IPM). The IPM will have, at a minimum, a current Nebraska teaching certificate. The position will be at the school level. The Intervention Project Manager (IPM) must be experienced and qualified to lead the effort and must be an employee of the district or on contract to the district. The responsibilities of this person include: working with the school principal and district administrators to assist with coordinating implementation activities, conducting ongoing evaluations of progress, ensuring appropriate collection and management of data for reporting progress on the goals established for student achievement and leading indicators, and coordinating and reporting progress to the NDE. The costs of the Intervention Project Manager are to be included on the budgets for each school.

Prior to completing the school Level Information, it is important to read the Guidance provided by the U. S. Department of Education. The guidance for ESEA Section 1003(g) grants provides the information needed for understanding the requirements, the six intervention models and is on NDE's Title I-A school improvement homepage at: [http://www.education.ne.gov/federalprograms/Title\\_1\\_Part\\_A\\_SIG.html](http://www.education.ne.gov/federalprograms/Title_1_Part_A_SIG.html)

#### **A.1. Analysis of Need**

Information gained from a thorough analysis of need is used to identify the most appropriate intervention model and activities for each requirement. The analysis of need includes (a) Student Achievement and Leading Indicators; (b) Services/Programs Profile; (c) Staff Profile; (d) Curriculum/Instructional Practices Profile; (e) System Profile; and (f) a description of the stakeholders

involved and the process used. Schools are encouraged to use information on identified needs from other sources like data retreats, school improvement processes, schoolwide project plans, and Improvement Plans included in the NCLB Consolidated application, if available.

#### Student Achievement and Leading Indicators

This analysis must include information on the following student achievement and leading indicators for each school included in the application. Annual reporting is required of each district receiving an ESEA Section 1003(g) School Improvement Grant on both. The data submitted in this application will be the baseline data for measuring progress in each of the three years of the grant.

Complete the table below using 2013-14 data. Provide an explanation if any data is not available.

<b>Reporting Metrics for the School Improvement Grants</b>	
<b>Student Achievement not captured on the Profile from the State of the Schools Report</b>	
(1) Percentage of limited English proficient students (of all ELL students that were tested) who attained a Level 4 or 5 on the ELDA ( <b>No ELL Students</b> )	N/A
(2) Graduation rate (AYP graduation rate for high schools only)	41.67
(3) College enrollment rate (high schools only)	43%
<b>Leading Indicators</b>	
(4) Number of minutes within the school year	73860
(5) Number and percentage of students completing advanced coursework, early-college high schools or dual enrollment classes (high schools only)	0
(6) Dropout rate (total for high schools only)	3.13%
(7) Student attendance rate	89
(8) Discipline incidents (suspensions, expulsions as reported to NDE)	47
(9) Truants (although this is a required Metric, districts do not need to report baseline data at this time)	
(10) Distribution of teachers by performance level on district's teacher evaluation system	
(11) Teacher attendance rate (although this is a required Metric, districts do not need to report baseline data at this time)	



- (a) **Student Achievement and Learning Indicators-** a review of the district data from 2013-14 State of the Schools report shows that Santee Secondary School 7-12 has maintained an average membership of 49 students for the past five years. One hundred percent of the students are non-white. Santee's District Special Education percentage is just over 34%, compared with the state average with 15.74%. The percentage of students at Santee High School who meet the poverty index that allows participation in the National School Lunch Program for the 2013-14 school year was 88% and for the 2014-15 school year is 100% .

Santee's 7,8 and 11 NeSA Reading scores have risen slightly over the past three years (from 4.67% proficient in 2011-12 to 13.3% proficient in 2012-13 and 12% in 2013-14) for All Students. On the NeSA Math assessment, a decline has taken place (from 7% proficient in 2010-11 to 2.3% proficient in 2013-14) for All Students. These increases in test scores can also be seen in science where in 2011-12 there was a proficient rate of 3%, which has increased to 17% in 2013-14. The addition of an instructional coach would work with both regular education and special education teachers to develop and implement evidence-based interventions and programs for progress monitoring students.

Nebraska State Accountability (NeSA) Reading  
All students  
Percent Proficient

	All Grades
2009-2010	4 % *
2010-2011	3 % *
2011-2012	11 %
2012-2013	17 %
2013-2014	26 %

Percent Proficient By Grade (NeSA) Reading

	Grade 07	Grade 08	Grade 11
2009-2010	18 % *	40 % *	0 % *
2010-2011	17 % *	40 % *	56 % *
2011-2012			14 % *
2012-2013			40 % *
2013-2014	14 % *	22 % *	0 % *

Average Scale Scores: Range 0-200 (NeSA) Reading

Level		Grade 07	Grade 08	Grade 11
State	2009-2010	104.30	102.43	100.61
State	2010-2011	110.38	106.08	101.96
State	2011-2012	115.94	108.89	101.98
State	2012-2013	121.73	115.20	105.71
State	2013-2014	126.06	114.37	110.19
District	2009-2010	60.00	75.40	40.50 *
District	2010-2011	65.58	65.40	73.11 *
District	2011-2012	62.31	64.85	61.71 *
District	2012-2013	61.54	57.47	69.00
District	2013-2014	67.29	49.78 *	43.67 *
School	2009-2010	60.00	75.40	40.50 *
School	2010-2011	65.58	65.40	73.11 *
School	2011-2012			61.71 *
School	2012-2013			69.00
School	2013-2014	67.29	49.78 *	43.67 *

Participation (NeSA) Mathematics

Level		Students Tested		Students Not Tested	
		#	%	#	%
State	2009-2010	147,240	99.90 %	145	0.10 %
State	2010-2011	149,460	99.88 %	175	0.12 %
State	2011-2012	151,823	99.94 %	86	0.06 %
State	2012-2013	154,316	99.93 %	107	0.07 %
State	2013-2014	156,330	99.88 %	182	0.12 %
District	2009-2010	81	100.00 %	0	0.00 %
District	2010-2011	90	100.00 %	0	0.00 %
District	2011-2012	90	100.00 %	0	0.00 %
District	2012-2013	90	98.90 %	1	1.10 %
District	2013-2014	72	100.00 %	0	0.00 %
School	2009-2010	27	100.00 %	0	0.00 %
School	2010-2011	31	100.00 %	0	0.00 %
School	2011-2012	7	100.00 %	0	0.00 %
School	2012-2013	10	100.00 %	0	0.00 %
School	2013-2014	29	100.00 %	0	0.00 %

# Nebraska State Accountability (NeSA) Mathematics

All students

Percent Proficient

		All Grades
	2010-2011	2 % *
	2011-2012	0 % *
	2012-2013	4 % *
	2013-2014	23 %

## Percent Proficient By Grade (NeSA) Mathematics

	Grade 07	Grade 08	Grade 11
2010-2011	0 % *	10 % *	11 % *
2011-2012			0 % *
2012-2013			11 % *
2013-2014	7 % *	0 % *	0 % *

## Average Scale Scores: Range 0-200 (NeSA) Mathematics

Level		Grade 07	Grade 08	Grade 11
State	2010-2011	98.68	97.89	94.61
State	2011-2012	103.91	99.25	95.59
State	2012-2013	105.64	102.15	100.24
State	2013-2014	108.57	103.58	102.09
District	2010-2011	37.67	47.80	56.78 *
District	2011-2012	47.42	44.08	52.71 *
District	2012-2013	50.54	35.67	52.67 *
District	2013-2014	51.29	49.00 *	50.67 *
School	2010-2011	37.67	47.80	56.78 *
School	2011-2012			52.71 *
School	2012-2013			52.67 *
School	2013-2014	51.29	49.00 *	50.67 *

## Participation (NeSA) Mathematics

		Students Tested		Students Not Tested	
Level		#	%	#	%
State	2010-2011	149,725	99.86 %	207	0.14 %
State	2011-2012	152,085	99.94 %	92	0.06 %
State	2012-2013	154,619	99.92 %	117	0.08 %
State	2013-2014	156,819	99.88 %	191	0.12 %

District	2010-2011	90	100.00 %	0	0.00 %
District	2011-2012	89	100.00 %	0	0.00 %
District	2012-2013	89	98.89 %	1	1.11 %
District	2013-2014	72	100.00 %	0	0.00 %
School	2010-2011	31	100.00 %	0	0.00 %
School	2011-2012	7	100.00 %	0	0.00 %
School	2012-2013	9	100.00 %	0	0.00 %
School	2013-2014	29	100.00 %	0	0.00 %

**The School Improvement team members feel that the most effective intervention for Santee High School would be selected components of the Transformation Model. The chart below outlines our identified areas of need, the selected activities from the Transformation Model that will address the needs, and how the activities will help Santee meet the identified needs.**

Identified Need	Selected activity from the Transformation Model	How this will activity will help identified need
Teachers need assistance in meeting the diverse needs of all learners in their classrooms.	<i>Provide staff ongoing, high-quality, job-embedded professional development that is aligned with the school's comprehensive instructional program and designed with school staff to ensure they are equipped to facilitate effective teaching and learning and have the capacity to successfully implement school reform strategies.</i>	Instructional coaching is: -research-based -capable of improving instruction now and for years to come -capable of helping every student who needs intervention because it serves every teacher -capable of improving learning and student achievement and of closing the achievement gap
Teachers need consistent time with their students and consistent attendance throughout the school year.	<i>Promote the continuous use of student data (such as from attendance, discipline) to inform and differentiate instruction in order to meet the academic needs of individual students</i>	Santee High School has been working diligently with the Santee Sioux Tribe to implement an attendance and truancy program to alleviate the attendance concerns in the school. The truancy officer will help implement this program in the 2015-16 school year.
Teachers need to use data to drive their instructional decisions.	<i>Promote the continuous use of student data to inform and differentiate instruction in order to meet the academic needs of individual students.</i>	The instructional coach and building administrators will model/lead the process of data-driven instructional decision making for teachers.
Teachers, principals and students need to see that change can take place and by	<i>Implement such strategies as financial incentives, increased opportunities for promotion and</i>	The instructional coach and administration will create a district-wide incentive

implementing an incentive program for staff and students will allow for a reward system to be put in place.	<i>career growth, and more flexible work conditions that are designed to recruit, place, and retain staff with the skills necessary to meet the needs of the students in the school, taking into consideration the results from the teacher and principal evaluation and support system, if applicable.</i>	program for teachers, principals and students.
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- (b) **Programs/Services Profile** – This profile identifies programs/services that support academic achievement for struggling students and might include summer school, tutoring programs, before and after school services; parent and family engagement; community partners, social workers, etc. List identified areas of need. Compare the identified areas of need to the intervention models and the required activities for each model. How will the intervention model selected help the school to meet the needs identified from the Programs/Services profile?

**Programs that are currently being implemented at Santee High School include a before and after school learning opportunities, Saturday-school, community and family involvement activities. This intervention model will allow us to expand our various programs including Direct Instruction and Saxon Math. Utilizing APL, a classroom management model, would allow for consistent classroom practices when dealing with discipline and effective and consistent classroom instruction.**

**Creating a position that would be ½ IPM and ½ classroom intervention coach, would allow for an outside person to work with teachers who need guidance on how to best deal with students with diverse needs. This person could help effectively implement our programs and give guidance on how best to improve the current programs.**

- (c) **Staff Profile** – An analysis of need might include a profile of teachers in the school (years of experience, education attained, etc.); professional development provided; teacher evaluation system; etc. List identified areas of need. Compare the identified areas of need to the intervention models and the required activities for each model. How will the intervention model selected help the school to meet the needs identified from the Staff Profile?

**As of the 2013-14 school year, Santee Secondary teachers had an average of 6.08 years of teaching experience, compared with the District's average of 7.65 years and the State average of 14.56 years. Using data from the same year, 46.15% of Santee's high school teachers had a Master's degree, compared with the District average of 34.62% and the State average of 51.73%. The following chart provides additional details of Santee's teachers' credentials.**

Years	Total Teacher FTE			Total Teacher Count with Masters Degrees			Percentage of Teacher Count with Master's Degrees		
	State	District	School	State	District	School	State	District	School
2009-2010	24,467.68	22.25	10.00	11,207	7	4	44.10%	30.43%	33.33%
2010-2011	24,633.92	25.00	12.00	11,692	7	4	45.72%	28.00%	28.57%
2011-2012	24,131.83	23.05	8.80	11,889	9	5	47.46%	37.50%	41.67%
2012-2013	24,253.79	24.20	8.90	12,401	10	6	49.27%	40.00%	50.00%
2013-2014	22,302.34	26.00	11.50	11,878	9	6	51.73%	34.62%	46.15%

Although Santee's teachers are well educated, half of the certified staff was replaced at the end of the 2013-14 school year. Much of the staff lacks the kind of experience that they must have to meet the reading and math needs of such a diverse population. Creating an imbedded professional development plan will be key to the success of this school improvement plan.

- (d) Curriculum/Instructional Practices Profile – An analysis of instructional practices might include alignment of curriculum to content standards; vertical alignment of instructional approaches; use of formative and summative assessment data to inform instruction; differentiated curriculum, etc. List identified areas of need. Compare the identified areas of need to the intervention models and the required activities for each model. How will the intervention model selected help the school to meet the needs identified in the Instructional Practices Profile?

During the 2013-15 school years, Santee High School implemented Direct Instruction, Reading Mastery and Saxon Math. These programs have shown small success for our district but implementation was difficult at the high school level. During the first year of pre-implementation, the programs, materials and training can be dissected to determine if these programs can continue to be implemented with fidelity and consistency. The high school has also made improvements with their Rtl and SAT processes but still needs guidance.

There continues to be a need for additional training in classroom management to increase effectiveness with tier 2 interventions, which an instructional coach could provide. An instructional coach could also be instrumental in ensuring a solid tier 1 foundation by demonstrating the use of instructional materials and resources for effectively teaching reading and math.

The coach would also share knowledge of how to best plan successful instructional strategies that maximize instruction as well as helping teachers align curriculum, instruction and assessment with large group, small group, and individual lessons to meets students' needs as stated in District and state standards. The instructional coach would also be instrumental in helping set up classroom environments that are conducive to effective literacy and math instruction as well as promoting collaboration to improve instruction for students of every ability level.

- (e) System Profile – Indicators of system support might include alignment of school improvement efforts and plans (NCA, Rule 10, Accountability Grants, Schoolwide Plans, etc.); extending the length of instructional time, school day, etc.; governance flexibility at the school level; etc. List identified areas of need. Compare the identified areas of need to the intervention models and the required activities for each model. How will the intervention model selected help the school to meet the needs identified in the System Profile?

**Although Santee has struggled to meet Rule 10 requirements over the last couple of years, we are currently meeting and exceeding all Rule 10 requirements and have created an AYP plan for school improvement. We continue to utilize AdvancEd as our model of school improvement and feel it has allowed for all staff to have a voice in our improvement model. We implemented a calendar that was heavy with professional development in 2014-15 and have moved away from this model to include more imbedded professional development throughout the year. There continues to be a major need for professional development with the high turnover of staff, low-test scores, high truancy and behavior concerns in the classroom.**

- (f) Describe the process used, the participants involved, and the involvement of stakeholders in analyzing the needs of this school and selecting the intervention model.

**Over the course of the year, we created groups under every tier in the AdvancEd model. This allowed for an individual voice to be heard. We continue to hold monthly community meetings to seek input and allow our community members to be heard. Although we receive very little input, allowing this opportunity is vital in creating an environment of trust.**

**Much of the information in this grant was tied to the prior SIG opportunity that the school had over the last four years. Information for the grant was obtained from the current and 2015-16 administrators as well as our business manager, teacher groups and paraprofessionals.**

#### A.2. Action Plans

##### **Action Plans for Tier I and Tier II Schools**

When the analysis of need is completed, the school must select one of the six intervention models, based on the identified needs, and develop plans to implement the model, fully and effectively, for three of the potential five years of the grant. It is critical to read and understand the requirements of each model before making this decision. The guidance from the U. S. Department of Education provides information, explanations, and the definitions of the six models provided below.

##### **Six School Intervention Models (from USDE Guidance)**

- (d) *Transformation model: A transformation model is one in which an LEA implements each of the following strategies:*
- (1) *Developing and increasing teacher and school leader effectiveness.*
- (i) *Required activities. The LEA must--*
- (A) *Replace the principal who led the school prior to commencement of the transformation model;*

- (B) *Implement rigorous, transparent, and equitable evaluation and support systems for teachers and principals, designed and developed with teacher and principal involvement that----*
- (1) *Will be used for continual improvement of instruction;*
  - (2) *Meaningfully differentiate performance using at least three performance levels;*
  - (3) *Use multiple valid measures in determining performance levels, including as a significant factor data on student growth for all students (including ELs and students with disabilities), and other measures of professional practice (which may be gathered through multiple formats and sources), such as observations based on rigorous teacher performance standards, teacher portfolios, and student and parent surveys;*
  - (4) *Evaluate teachers and principals on a regular basis;*
  - (5) *Provide clear, timely, and useful feedback, including feedback that identifies needs and guides professional development; and*
  - (6) *Will be used to inform personnel decisions.*
- (C) *Use the teacher and principal evaluation and support system described above to identify and reward school leaders, teachers, and other staff who, in implementing the transformation model, have increased student achievement and high school graduation rates and identify and remove those who, after ample opportunities have been provided for them to improve their professional practice, have not done so; and*
- (D) *Implement such strategies as financial incentives, increased opportunities for promotion and career growth, and more flexible work conditions that are designed to recruit, place, and retain staff with the skills necessary to meet the needs of the students in the school, taking into consideration the results from the teacher and principal evaluation and support system, if applicable.*

(2) Comprehensive instructional reform strategies.

(i) Required activities. *The LEA must--*

- (A) *Use data to identify and implement an instructional program that is research-based and vertically aligned from one grade to the next as well as aligned with State academic standards; and*
- (B) *Promote the continuous use of student data (such as from formative, interim, and summative assessments) to inform and differentiate instruction in order to meet the academic needs of individual students; and*
- (C) *Provide staff ongoing, high-quality, job-embedded professional development (for example, regarding subject-specific pedagogy, instruction that reflects a deeper understanding of the community served by the school, or differentiated instruction) that is aligned with the school's comprehensive instructional program and designed with school staff to ensure they are equipped to facilitate effective teaching and learning and have the capacity to successfully implement school reform strategies.*

### **Completing the Action Plans**

Since all requirements of the intervention model selected must be implemented, Action Plans have been designed to ensure that each requirement is addressed. Each requirement in the intervention model selected for this school has an Action Plan. Add tables for permissible activities if implementing more than one for each requirement. Delete the Action Plans for the other intervention models.



Activity – Not all requirements will need a “new” activity. If the school has already started implementing an activity within the last two years, that meets the intervention requirement, it should be described. Instead of new Start and Implementation dates, it should be noted that it is or was already being implemented. Existing activities may or may not have costs from this School Improvement Grant. See question G-1 of the U. S. Department of Education Guidance.

The Key Steps must identify the short- and long-term steps needed to implement the intervention model. Major “Activities” should have sufficient detail in the Key Steps to allow a reviewer to determine whether the school has given serious consideration to the pieces that need to be accomplished in order to implement the intervention.

Action Plans are to cover the three to five year period that the School Improvement Grant is available. Optional Planning/ Pre-Implementation activities should be included in the Action Plans, if applicable, and would be included in the Year-1 budget. The Action Plans contain a Start Date and an Implementation Date. The Start Date should identify when the school will begin the activity. The Implementation Date is the expected date when the intervention will be operational. NOTE: The five year availability of these funds, contingent upon an annual review and approval for continued funding, means that activities can span the entire five years, of which three years of full implementation of the chosen model is required. However, it is expected that schools will begin meeting the requirements as soon as possible. The Action Plans must indicate that the school will be able to implement the intervention model in the first or second year and to fully implement the chosen model the three years.

In addition to asking schools to identify, by position, the person(s) responsible for each activity, the Action Plans ask for a description of how the school will monitor progress and evaluate the process of implementation. Each school is required to have an Intervention Project Manager who would, most likely, be the person to monitor and report progress on implementation activities.

Each Action Plan contains a field for an estimated cost over the three to five years or whatever is the duration of the grant. This was included to ensure that costs are being considered as plans are being developed. The estimated cost over the three years will not be cross-matched to the final figures on the budget pages. It is intended to help schools identify costs by requirement since the budget forms require costs to be separated and identified by each requirement of the intervention model selected.

Planning/Pre-Implementation Action Plan 1 Transformation Intervention Model	
Planning/Pre-Implementation Activities are Optional and may include (1) Family and Community Engagement activities, (2) Rigorous Review of External Providers, (3) Staffing, (4) Instructional Programs, (5) Professional Development & Support, and/or (6) Preparation for Accountability Measures.	
Activity	<b>APL Training for Staff</b>
Key steps	<b>Hire APL trainers for 5 day training and pay teachers during summer training dates.</b>
Start Date	<b>Summer 2016</b>
Full implementation date	<b>August 2016</b>
Person(s) responsible	<b>Tom Carlstrom- Superintendent</b>
Monitor and evaluate	<b>Administration</b>
Cost (Year 1)	<b>\$40,000</b>

Planning/Pre-Implementation Action Plan 2 Transformation Intervention Model
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<b>(Add Additional Lines as Needed)</b>	
Activity	Utilize the Instructional Coach/Project Manager to assist with fidelity of instruction.
Key steps	Project Manager will work with Santee's building administrators to ensure that effective instruction is taking place in all classrooms. The Project Manager and building administrators will meet weekly and plan professional development activities based on the needs that emerge. The Project Manager will employ strategies (i.e., co-planning, co-teaching, modeling, etc.) to assist teachers in providing effective reading and math instruction.
Start Date	Summer 2016 (Hired in spring of 2016)
Full implementation date	August 2016
Person(s) responsible	Superintendent and Principal
Monitor and evaluate	Santee administrators and Project Manager will regularly analyze data with two goals: (a) to maximize the teachers' effectiveness in teaching math and reading, to be monitored by classroom observations and (b) to move students who are not proficient in reading and math toward proficiency, to be monitored by formal and informal assessments.
Cost (Year 1)	\$22,195

<b>Planning/Pre-Implementation Action Plan 2 Transformation Intervention Model (Add Additional Lines as Needed)</b>	
Activity	Utilize the Truancy Officer to assist with attendance issues.
Key steps	Truancy officer will work with Santee's building administrators, parents and the tribal court system to ensure that students are consistently attending school. The truancy officer and building administrators will meet monthly with the tribal court system to determine the students amount of support and intervention needed.
Start Date	Summer 2016
Full implementation date	August 2016
Person(s) responsible	Superintendent and Principal
Monitor and evaluate	Santee administrators and truancy officer will regularly analyze attendance data with two goals: (a) to increase daily attendance and (b) to increase
Cost (Year 1)	\$6,098

<b>Action Plan Transformation Intervention Model - 1</b>	
Requirement (1A): Developing and increasing teacher and school leader effectiveness (A) Replace the principal who led the school prior to commencement of the transformation model <b>NOTE: This requirement is an option for Tier III schools.</b>	
Activity	Santee High School has replaced the principal for the 2015-16 school year. Our current principal resigned after accepting a superintendent position with a different district. The new principal has been hired and meeting with current administration to make the transition easier.
Key steps	Completed
Start Date	August 2015

Full implementation date	<b>August 2015</b>
Person(s) responsible	<b>Superintendent</b>
Monitor and evaluate	<b>Superintendent (Two evaluations per year for first two years)</b>
Cost for duration of grant	<b>\$0 additional, District expenditure</b>

<b>Action Plan Transformation Intervention Model - 1</b>	
Requirement (1A): Developing and increasing teacher and school leader effectiveness (A) Replace the principal who led the school prior to commencement of the transformation model <b>NOTE: This requirement is an option for Tier III schools.</b>	
Activity	Utilize the Instructional Coach/Project Manager to assist with implementation of SIG.
Key steps	The IPM/Instructional coach will work with Santee's building administrators, parents and the tribal court system to ensure that students are attending school. The truancy officer and building administrators will meet monthly with the tribal court system to determine the student's amount of support and intervention needed.
Start Date	Summer 2016
Full implementation date	August 2016
Person(s) responsible	Superintendent
Monitor and evaluate	Superintendent (Two evaluations per year for first two years)
Cost for duration of grant	\$400,000 additional (years 2-5)

<b>Action Plan Transformation Intervention Model - 2</b>	
Requirement (1B): Developing and increasing teacher and school leader effectiveness (B) Implement rigorous, transparent, and equitable evaluation systems for teachers and principals, designed and developed with teacher and principal involvement that- (1) Will be used for continual improvement of instruction; (2) Meaningfully differentiate performance using at least three performance levels; (3) Use multiple valid measures in determining performance levels, including as a significant factor data on student growth for all students and other measures of professional practice, such as observations based on rigorous teacher performance standards, teacher portfolios, and student and parent surveys; (4) Evaluate teachers and principals on a regular basis; (5) Provide clear, timely, and useful feedback, including feedback that identifies needs and guides professional development; and (6) Will be used to inform personnel decisions	
Activity	Evaluation model was replaced with Danielson model. District needs to continue utilizing program with fidelity.
Key steps	Continue offering support and training to new staff.
Start Date	August 2015
Full implementation date	August 2015
Person(s) responsible	Principal
Monitor and evaluate	Administration
Cost for duration of grant	\$0 additional, District Expenditure

<b>Action Plan Transformation Intervention Model - 3</b>	
Requirement (1C): Developing and increasing teacher and school leader effectiveness (C) Use the teacher and principal evaluation and support system described above to Identify and reward school leaders, teachers, and other staff who, in implementing this model, have increased student achievement and high school graduation rates and identify and remove those who, after ample opportunities have been provided for them to improve their professional practice, have not done so <b>NOTE: This requirement is an option for Tier III schools.</b>	
Activity	Develop an incentive program for all employees and students based on

	<b>increased reading, writing, math and science scores and attendance including before and after school incentives. This will be a results driven process.</b>
<b>Key steps</b>	<b>Design a reward system that rewards all stakeholders and creates a system of accountability across the district.</b>
<b>Start Date</b>	<b>August 2016</b>
<b>Full implementation date</b>	<b>August 2016</b>
<b>Person(s) responsible</b>	<b>Administration</b>
<b>Monitor and evaluate</b>	<b>Administration</b>
<b>Cost for duration of grant</b>	<b>\$170,000 (\$42,500 per year)</b>

**Action Plan Transformation Intervention Model - 4**

Requirement (1D): Developing and increasing teacher and school leader effectiveness  
 (D) Implement such strategies as financial incentives, increased opportunities for promotion and career growth, and more flexible work conditions that are designed to recruit, place, and retain staff with the skills necessary to meet the needs of the students in the school, taking into consideration the results from the teacher and principal evaluation and support system, if applicable.

Activity	<b>Develop an incentive program for all employees and students based on increased reading, writing, math and science scores.</b>
Key steps	<b>Design a reward system that rewards all stakeholders and creates a system of accountability across the district.</b>
Start Date	<b>August 2015</b>
Full implementation date	<b>August 2016</b>
Person(s) responsible	<b>Administration</b>
Monitor and evaluate	<b>Administration</b>
Cost for duration of grant	<b>\$0 (Same as Model 3 or Requirement 1C)</b>

**Action Plan Transformation Intervention Model - 4**

Requirement (1D): Developing and increasing teacher and school leader effectiveness  
 (D) Implement such strategies as financial incentives, increased opportunities for promotion and career growth, and more flexible work conditions that are designed to recruit, place, and retain staff with the skills necessary to meet the needs of the students in the school, taking into consideration the results from the teacher and principal evaluation and support system, if applicable.

Activity	<b>Increase instructional effectiveness through selected readings and discussion.</b>
Key steps	<b>Purchase and use "teacher effectiveness" books and materials.</b>
Start Date	<b>August 2015</b>
Full implementation date	<b>August 2016</b>
Person(s) responsible	<b>Administration</b>
Monitor and evaluate	<b>Administration</b>
Cost for duration of grant	<b>\$10,000</b>

**Action Plan Transformation Intervention Model - 5**

Requirement (2A): Comprehensive instructional reform strategies:

(A) Use data to identify and implement an instructional program that is research-based and vertically aligned from one grade to the next as well as aligned with State academic standards

Activity	<b>Continue and expand our data team's work. Increase ESU #1 support.</b>
Key steps	<b>Data retreats and related activities should be scheduled throughout the year.</b>
Start Date	<b>August 2015</b>
Full implementation date	<b>August 2015</b>
Person(s) responsible	<b>Administration</b>
Monitor and evaluate	<b>Administration</b>
Cost for duration of grant	<b>\$0 additional</b>

**Action Plan Transformation Intervention Model - 5**

Requirement (2A): Comprehensive instructional reform strategies:

(B) Use data to identify and implement an instructional program that is research-based and vertically aligned from one grade to the next as well as aligned with State academic standards	
Activity	<b>Adding curriculum support materials for reading, math, science, language and writing.</b>
Key steps	<b>Study and research best practices and what strategies work best with the Santee population.</b>
Start Date	<b>August 2015</b>
Full implementation date	<b>August 2016</b>
Person(s) responsible	<b>Administration</b>
Monitor and evaluate	<b>Administration</b>
Cost for duration of grant	<b>\$200,000 additional</b>

<b>Action Plan Transformation Intervention Model - 6</b>	
Requirement (2B): Comprehensive Instructional reform strategies	
(B) Promote the continuous use of student data (such as from formative, interim, and summative assessments) to inform and differentiate instruction in order to meet the academic needs of individual students	
Activity	<b>Train staff in MAP's, AIMSWeb, and NeSA data.</b>
Key steps	<b>ESU #1 Training opportunities</b>
Start Date	<b>August 2015</b>
Full implementation date	<b>August 2015</b>
Person(s) responsible	<b>Administration</b>
Monitor and evaluate	<b>Administration</b>
Cost for duration of grant	<b>\$0 additional</b>

**Action Plan Transformation Intervention Model - 7**

Requirement (2C): Comprehensive Instructional reform strategies

- (C) Provide staff ongoing, high-quality, job-embedded professional development (for example, regarding subject-specific pedagogy, instruction that reflects a deeper understanding of the community served by the school, or differentiated instruction) that is aligned with the school's comprehensive instructional program and designed with school staff to ensure they are equipped to facilitate effective teaching and learning and have the capacity to implement successfully school reform strategies

Activity	<b>APL Classroom management training and professional development</b>
Key steps	<b>Schedule APL training and yearly refreshers for new staff. It will also be vital to create a professional development plan for the remainder of the grant period.</b>
Start Date	<b>Summer 2016</b>
Full implementation date	<b>August 2016</b>
Person(s) responsible	<b>Superintendent</b>
Monitor and evaluate	<b>Administration</b>
Cost for duration of grant	<b>\$32,000</b>

**Action Plan Transformation Intervention Model - 7**

Requirement (2C): Comprehensive Instructional reform strategies

- (C) Provide staff ongoing, high-quality, job-embedded professional development (for example, regarding subject-specific pedagogy, instruction that reflects a deeper understanding of the community served by the school, or differentiated instruction) that is aligned with the school's comprehensive instructional program and designed with school staff to ensure they are equipped to facilitate effective teaching and learning and have the capacity to implement successfully school reform strategies

Activity	<b>Professional development</b>
Key steps	<b>Staff attends additional trainings to improve teacher effectiveness.</b>
Start Date	<b>Summer 2016</b>
Full implementation date	<b>August 2016</b>
Person(s) responsible	<b>Superintendent</b>
Monitor and evaluate	<b>Administration</b>
Cost for duration of grant	<b>\$25,000</b>

**Action Plan Transformation Intervention Model - 8**

Requirement(3A): Increasing learning time and creating community-oriented schools

- (A) Establish schedules and strategies that provide increased learning time (as defined in the USDE guidance)

Activity	<b>Continue before, after school hours as well as open library and summer school programs.</b>
Key steps	<b>Create opportunities that students and teachers are excited to be part of during these programs.</b>
Start Date	<b>August 2015</b>
Full implementation date	<b>August 2015</b>
Person(s) responsible	<b>Administration</b>
Monitor and evaluate	<b>Administration</b>
Cost for duration of grant	<b>\$0</b>

**Action Plan Transformation Intervention Model - 9**

Requirement(3B): Increasing learning time and creating community-oriented schools



<b>(B) Provide ongoing mechanisms for family and community engagement</b>	
<b>Activity</b>	<b>Continue with Monthly Community Meetings</b>
<b>Key steps</b>	<b>Engage the community to be part of the school district and provide an opportunity to build trust between the school and community.</b>
<b>Start Date</b>	<b>August 2015</b>
<b>Full implementation date</b>	<b>August 2015</b>
<b>Person(s) responsible</b>	<b>Administration</b>
<b>Monitor and evaluate</b>	<b>Administration</b>
<b>Cost for duration of grant</b>	<b>\$25,000</b>

<b>Action Plan Transformation Intervention Model - 10</b>	
Requirement(4A): Providing operational flexibility and sustained support (A) Give the school sufficient operational flexibility (such as staffing, calendars/time, and budgeting) to implement fully a comprehensive approach to substantially improve student achievement outcomes and increase high school graduation rates	
Activity	Teachers will have an extended contract for an additional five days in order to complete necessary professional development.
Key steps	Schedule professional development for summer and throughout the school year.
Start Date	Summer 2015
Full implementation date	Summer 2015
Person(s) responsible	Superintendent
Monitor and evaluate	Administration
Cost for duration of grant	\$40,000

<b>Action Plan Transformation Intervention Model - 11</b>	
Requirement(4B): Providing operational flexibility and sustained support (B) Ensure that the school receives ongoing, intensive technical assistance and related support from the LEA, the SEA, or a designated external lead partner organization (such as a school turnaround organization or an EMO)	
Activity	Continue to partner with ESU #1
Key steps	Be sure contracts are up-to-date with the ESU.
Start Date	August 2015
Full implementation date	August 2015
Person(s) responsible	Superintendent
Monitor and evaluate	Administration
Cost for duration of grant	\$0 additional

<b>Transformation Intervention Model - Copy and complete as many as needed.</b>	
<b>Permissible Activities</b>	
Activity	Utilize the Truancy Officer to assist with attendance issues.
Key steps	Truancy officer will work with Santee's building administrators, parents and the tribal court system to ensure that students are consistently attending school. The truancy officer and building administrators will meet monthly with the tribal court system to determine the students amount of support and intervention needed.
Start Date	August 2015
Full implementation date	August 2015
Person(s) responsible	Superintendent
Monitor and evaluate	Superintendent
Cost for duration of grant	\$136,584 (years 2-5)

**List staff positions below that are anticipated to be paid with SIG funds to support the Transformation Intervention Model. (Add more lines if needed)**

**IPM/Instructional Coach**

**Truancy Officer**

**A.3 Additional School Information**

<b>a</b> – Percent Low Income reported on the NCLB Consolidated Application for this building for the 2014-2015 school year	100
<b>b</b> – Total number of reading subgroups not making adequate yearly progress for the 2013-2014 school year	3
<b>c</b> – Total number of math subgroups not making adequate yearly progress for the 2013-2014 school year	3

## PART B. BUDGETS

Budget forms have been designed to assist Tier I, Tier II, and Tier III schools in budgeting for each of the three to five years of funds availability. Total amounts for each object code are calculated for each year and also transferred automatically to the total grant Summary Budget and District Summary Budget form.

**NOTE: When budgeting for the three to five year period, NDE would expect to see the budgets decrease each year, excluding year 1 if it is a planning year. Keep this in mind when planning for sustainability after the grant period comes to an end.**

Budget forms are found in a separate EXCEL file at:

[http://www.education.ne.gov/federalprograms/Title\\_1\\_Part\\_A\\_SIG.html](http://www.education.ne.gov/federalprograms/Title_1_Part_A_SIG.html)

SCHOOL IMPROVEMENT GRANT APPLICATION BUDGET

District Name: Santee Community School

NDE County District No: 54-0505

School Name: Santee High School

NDE School ID:

SIG Model Selected for this School

Mark selected model with an "X" below

TURNAROUND MODEL	
RESTART MODEL	
SCHOOL CLOSURE	
TRANSFORMATION MODEL	X
EARLY LEARNING MODEL	
EVIDENCE-BASED WHOLE-SCHOOL REFORM MODEL (Must select from one of the USDE approved models) List Model chosen on line below.	

An LEA must include a budget that indicates the amount of School Improvement Grant (SIG) funds it will use each year in each Tier I, Tier II, and Tier III school it commits to serve. The LEA *may* use one year of funding for planning and other pre-implementation activities; *must* use at least three years for full implementation of the selected intervention; and *may* use up to two years for activities related to sustaining reforms following at least three years of full intervention implementation. The LEA will need to complete a separate budget for each building. Please complete the yearly budgets below for the school listed above. **BUDGET MUST SUPPORT ACTION PLANS INCLUDED IN THE APPLICATION.**

NDE would expect to see the budgets decrease each year, excluding the optional planning year. Keep this in mind when planning for sustainability after the grant comes to an end.

Indicate Year 1 Activities by marking an "X" below

Year 1 Budget

Planning and/or Pre-Implementation Activities	X
Full Implementation	

Brief Description (i.e. Name or Job Title)		Total FTE Paid by Grant	Amount / Cost	Total for Row
100 Salaries	IPM/Instructional Coach (Hire for the 2016-17 School Year)	1.00	20,000.00	\$20,000
	Attendance/Truancy Officer (Hire for the 2016-17 School Year)	1.00	5,000.00	\$5,000
				\$0

District Name:	Santee Community School
NDE County District No:	54-0505
School Name:	Santee High School
NDE School ID:	

[illegible]

District Name:
Santee Community School

NDE County District No:
54-0505

School Name:
Santee High School

NDE School ID:

500 Capital Outlay				400s Total	\$47,000	Total for Row
				Amount per Item		
600 Travel/ Professional Development				500s Total		Total for Row
Indirect Costs				600s Total		Total for Row
(Reasonable and Necessary to Support the Purposes of this Grant)						
Year 1 Budget Total						
					\$115,293	

Indicate Year 2  
Activities by marking  
an "X" below

Full Implementation

X

Brief Description (i.e., Name or Job Title)	Amount / Cost	Total for Row
Total FTE Paid by Grant		

District Name: Santee Community School  
 NDE County District No: 54-0505  
 School Name: Santee High School  
 NDE School ID:

100 Salaries	IPM/Instructional Coach	1.00	82,000.00	\$82,000
	Attendance/Truancy Officer	1.00	28,000.00	\$28,000
	Financial Incentives for meeting assesment growth goals	1.00	30,000.00	\$30,000
	Extra contract days	1.00	10,000.00	\$10,000
	Financial Incentives for before and after school tutoring	1.00	5,000.00	\$5,000
				\$0
				\$0
				\$0
				\$0
				\$0
TOTAL Cost from Above			100s Total	\$155,000
200 Benefits	Brief Description	Percentage	Total for Row	
	Insurance-IPM	82,000.00	21.95%	\$18,000
	Insurance-Truancy	28,000.00	21.95%	\$6,146
				\$0
				\$0
				\$0
			200s Total	\$24,146
300 Purchased Service/ Lease Agreement	Brief Description (List Provider if Known)	Enter "1" Below	Enter Total Annual Cost	Total for Row
	APL refresher training	1.00	8,000.00	\$8,000
				\$0
				\$0
				\$0
				\$0
				\$0
			300s Total	\$8,000
400 Supplies & Materials/ Operational Equipment	Brief Description	Quantity	Amount per Item	Total for Row
	Community events	12.00	416.67	\$5,000
	Incentives for students achieving assessment and attendance goals.	1.00	7,500.00	\$7,500
	Curriculum Support materials math, science, language, writing, reading	1.00	40,000.00	\$40,000
	Professional Development books for teachers	1.00	2,000.00	\$2,000
				\$0
				\$0



<b>District Name:</b>	Santee Community School
<b>NDE County District No:</b>	54-0505
<b>School Name:</b>	Santee High School
<b>NDE School ID:</b>	

[illegible]

## Year 3 Budget

<b>District Name:</b>	Santee Community School
<b>NDE County District No:</b>	54-0505
<b>School Name:</b>	Santee High School
<b>NDE School ID:</b>	

Full Implementation	
---------------------	--

Brief Description (i.e. Name or Job Title)			Total FTE-Paid by Grant	Amount / Cost	Total for Row
100 Salaries	IPM/Instructional Coach		1.00	82,000.00	\$82,000
	Truancy Officer		1.00	28,000.00	\$28,000
	Financial Incentives		1.00	30,000.00	\$30,000
	Extra contract days		1.00	10,000.00	\$10,000
	Financial Incentives for before and after school tutoring		1.00	5,000.00	\$5,000
					\$0
					\$0
					\$0
					\$0
					\$0
100s Total				\$155,000	
200 Benefits	Insurance-IPM		82,000.00	21.95%	\$18,000
	Insurance-Truancy		28,000.00	21.95%	\$6,146
					\$0
					\$0
					\$0
					\$0
					\$0
					\$0
					\$0
	200s Total				\$24,146
300 Purchased Service/ Lease Agreement	Brief Description (List Provider if Known)		Enter "1" Below	Enter Total/Annual Cost	Total for Row
	APL refresher training		1.00	8,000.00	\$8,000
					\$0
					\$0
					\$0
					\$0
					\$0
					\$0
					\$0
	300s Total				\$8,000
400 Supplies & Materials/ Operational Equipment	Brief Description		Quantity	Amount per Item	Total for Row
	Community events		12.00	416.67	\$5,000
	Incentives		1.00	7,500.00	\$7,500
	Curriculum Support materials math, science, language, writing, reading		1.00	40,000.00	\$40,000

District Name: Santee Community School  
 NDE County District No: 54-0505  
 School Name: Santee High School  
 NDE School ID:

500 Capital Outlay	Professional Development books for teachers	1.00	2,000.00	\$2,000
				\$0
				\$0
				\$0
				\$0
				\$0
				\$0
				\$0
				\$0
				\$0
			400s Total	\$54,500
			Amount per Item	Total for Row
500 Capital Outlay				\$0
				\$0
				\$0
				\$0
				\$0
				\$0
				\$0
				\$0
				\$0
				\$0
			500s Total	\$0
600 Travel/ Professional Development	Professional Dev	18.00	694.45	\$12,500
				\$0
				\$0
				\$0
				\$0
				\$0
				\$0
				\$0
				\$0
				\$0
			600s Total	\$12,500
Indirect Costs				
(Reasonable and Necessary to Support the Purposes of this Grant)				
Year 3 Budget Total				
				\$254,146

District Name:
Santee Community School

NDE County District No:
54-0505

School Name:
Santee High School

NDE School ID:

Indicate Year 4  
Activities by marking  
an "X" below

## (Optional) Year 4 Budget

Full Implementation	
Sustaining Reforms	

Brief Description (i.e. Name or Job Title)		Total FTE Paid by Grant	Amount / Cost	Total for Row
100 Salaries	IPM/Instructional Coach	1.00	82,000.00	\$82,000
	Truancy Officer	1.00	28,000.00	\$28,000
	Financial Incentives	1.00	30,000.00	\$30,000
	Extra contract days	1.00	10,000.00	\$10,000
	Financial Incentives for before and after school tutoring	1.00	5,000.00	\$5,000
				\$0
				\$0
200 Benefits				\$0
				\$0
				\$0
				\$0
				\$0
				\$0
				\$0
100s Total				\$155,000
Brief Description		TOTAL Cost from Above	Percentage	Total for Row
300 Purchased Service/ Lease Agreement	Insurance-IPM	82,000.00	21.95%	\$18,000
	Insurance-Truancy	28,000.00	21.95%	\$6,146
				\$0
				\$0
				\$0
200s Total				\$24,146
Brief Description (List Provider if Known)		Enter "1" Below	Enter Total Annual Cost	Total for Row
300 Purchased Service/ Lease Agreement	APL refresher training	1.00	8,000.00	\$8,000
				\$0
				\$0
				\$0
				\$0

District Name:	Santee Community School
NDE County District No:	54-0505
School Name:	Santee High School
NDE School ID:	

Brief Description				Quantity	Amount per Item	300s Total	\$8,000
400 Supplies & Materials/ Operational Equipment	Community events			12.00	416.67		\$5,000
	Incentives			1.00	7,500.00		\$7,500
	Curriculum Support materials math, science, language, writing, reading			1.00	40,000.00		\$40,000
	Professional Development books for teachers			1.00	2,000.00		\$2,000
							\$0
							\$0
							\$0
							\$0
							\$0
							\$0
				400s Total			\$54,500
500 Capital Outlay	Brief Description		Quantity	Amount per Item		Total for Row	
							\$0
							\$0
							\$0
							\$0
							\$0
				500s Total			\$0
600 Travel/ Professional Development	Brief Description		Number Participating	Cost per Person		Total for Row	
	Professional Dev		18.00	694.45		\$12,500	
							\$0
							\$0
							\$0
							\$0
							\$0
							\$0
							\$0
							\$0
				600s Total			\$12,500
Indirect Costs		(Reasonable and Necessary to Support the Purposes of this Grant)					

District Name:
Santee Community School
NDE County District No:
54-0505
School Name:
Santee High School
NDE School ID:

Year 4 Budget Total
\$254,146

(Optional) Year 5 Budget

Indicate Year 5 Activities by marking an "X" below

Full Implementation

Sustaining Reforms

	Brief Description (i.e. Name or Job Title)	Total FTE Paid by Grant	Amount / Cost	Total for Row
100 Salaries	IPM/Instructional Coach	1.00	82,000.00	\$82,000
	Truancy Officer	1.00	28,000.00	\$28,000
	Financial Incentives	1.00	30,000.00	\$30,000
	Extra contract days	1.00	10,000.00	\$10,000
	Financial Incentives for before and after school tutoring	1.00	5,000.00	\$5,000
				\$0
200 Benefits				\$0
				\$0
				\$0
				\$0
				\$0
				\$0
				\$0
				\$0
				\$0
				\$0
100s Total				\$155,000
300 Purchased Service/ Lease Agreement	Brief Description	TOTAL Cost from Above	Percentage	Total for Row
	Insurance-IPM	82,000.00	21.95%	\$18,000
	Insurance-Truancy	28,000.00	21.95%	\$6,146
				\$0
				\$0
				\$0
200s Total				\$24,146
Brief Description (List Provider if Known)				Total for Row
300	APL refresher training	Enter "1" Below	Enter Total Annual Cost	
		1.00	8,000.00	\$8,000
				\$0
				\$0



<b>District Name:</b>	Santee Community School
<b>NDE County District No:</b>	54-0505
<b>School Name:</b>	Santee High School
<b>NDE School ID:</b>	

[illegible]

District Name: Santee Community School  
NDE County District No: 54-0505  
School Name: Santee High School  
NDE School ID:

					\$0
					\$0
				600s Total	\$12,500
Indirect Costs					
(Reasonable and Necessary to Support the Purposes of this Grant)					
Year 5 Budget Total					
					\$254,146

Total School Budget for Time Period of Grant

\$1,131,876